

# ABBREVIATED DOCENT SCRIPT

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A staff member will coordinate with docents as per need of the group prior to the start of the tour.

Please keep in mind that for some students, this will be their first exposure to the Holocaust. It is important to conduct each tour using age appropriate vocabulary.

## Theater Room 30 minutes

Introduction – 10 minutes With groups of 15 or more, this portion will be replaced by the ID card activity, which will precede the film and will be led by a staff member.

- **Briefly** introduce yourself; “My name is \_\_\_\_\_ and I will be your tour guide today.”
- Introduce the exhibit and emphasize the educational themes:
  1. **Hate and discrimination are taught.** They are not inborn traits, beliefs, or behaviors.
  2. **They were ordinary people.** Hitler and the Nazis did not act alone. They were not solely responsible for the Holocaust. Ordinary people made choices to act or not act and became complicit, collaborators, rescuers, or resisters.
  3. **They made choices.** Explore behaviors, not categories of people. Actions are fluid and thus a person’s choices should be the emphasis of study, not their categorization as “bystander” or perpetrator”, etc. Everyone had a choice. While those who were targeted for persecution and annihilation did not choose to be targets, they often times made choices when possible to resist even in small ways.
- Define the Holocaust:

The Holocaust is the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945.

Jews were the primary targets -- six million were murdered, 1.5 million of which were children; Roma and Sinti, people with mental and physical disabilities, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi Germany.

- Introduce “Categories of Behavior”. Those involved in the Holocaust can be placed in categories based on their behavior. Place the emphasis on choices. Clarify that a person is not necessary in a category permanently – choices are fluid. An individual could make a choice to be a perpetrator in one instance and make a choice to be a rescuer in another instance.
  - **Perpetrators:** The perpetrators were individuals, groups, or governments responsible for the Holocaust. The perpetrators were not beasts but human beings who made moral and ethical

choices. They chose to violate human rights. Explain that perpetrators were not born with hatred – they were taught hatred.

- Include an explanation of “**collaborators**” -- Individuals or groups who worked with the Nazis regardless of whether they shared a common goal or believed in the Nazi racial ideology. Collaborators made the choice to join and assist the Nazis for many reasons. Provide 2-3 examples of collaborators.
- **Targets:** Groups and individuals who were targeted for destruction or decimation for racial, ethnic or national reasons. Explain that Jews were targeted by the Nazis for racial reasons, not religious reasons.
- **Rescuers/Resisters:** Individuals or groups of individuals who made choices and risked their own lives to save others and stand up against bigotry, prejudice, and hate. Explain that resistance can take many forms: escaping arrest, going into hiding, keeping a diary.
- **Bystanders:** Bystanders are witnesses to the Holocaust who remained silent, passive, and indifferent. These are groups, nations and individuals who chose to do nothing. It is vital to teach and discuss the consequences of when people make the choice to be a bystander.
- Explain how the story of Anne Frank and the events in her time helps people put a human face on the statistics and complex moral history. At this exhibit the lessons of the Holocaust are present through the lens of one young girl, Anne Frank.
- Briefly review the fact that the Holocaust was not an accident in history but occurred because individuals, organizations, and governments made choices that not only legalized discrimination but allowed prejudice, hatred, and mass-murder.

### "The Short Life of Anne Frank" 17 minutes

- After the film, ask the group what choices the people in the film made and the consequences of those choices.
- Remember, if you do not know or are unsure of an answer, please be honest and say that you do not know – then promise to find out. You may consult staff members to help find the answer.

### William A. Scott Exhibit 10 minutes

Depending on the group size and timeframe, this portion may be added to the end of the tour.

- ✓ Address the dangers of discrimination and intolerance
- ✓ Emphasizes the importance of learning from the past and taking action
- Ask students to read the Niemöller quotation
  - discuss the groups of behavior and the lesson of not being a bystander

- Introduce Mr. Scott's background
- Compare the Jim Crow Laws to the Nuremberg Laws of 1935
  - Mention the similarities of the Nuremberg Laws and the Jim Crow Laws
  - Emphasize that both sets of laws stripped citizens of all their rights and legalized discrimination
- Review the photos and select quotes of Mr. Scott as he documented the liberation of the Buchenwald Concentration Camp
- Conclude by briefly explaining how Mr. Scott's experience as a witness shaped his life as a lifelong civil rights advocate in Atlanta

**Ask the Group:**

- *Who do you know who was not a bystander and fought for Civil Rights?*
- *Why was it so important for Mr. Scott to photograph what he witnessed?*

## The Exhibit 40 minutes

Please keep in mind that for some students, this will be their first exposure to the Holocaust. It is important to conduct each tour using age appropriate vocabulary.

**Please be sure to emphasize the core educational initiatives (page 1).**

**Do not spend a lot of time on historical details or instructing students to stand up against bullying.**

### Aisle I: Panels 1-19 10 minutes

#### Panels 1-6: Frank Family Roots in Germany

- Typical German Family
  - Identified as Germans = Otto Frank was a decorated World War I officer
  - Point out normalcy of family via photos from personal family album
    - Otto was amateur photographer which is why so many pictures of his family exists (camera were not so common then)
- City of Frankfurt was tolerant society prior to Holocaust with a Jewish mayor until 1925
- Anne Frank born in 1929

#### Panels 7-13: Crisis in Germany & Nazi Rise to Power

- The defeat of Germany in WWI and the treaty of Versailles resulted in:
  - a period of economic depression (1929 stock market crash)
  - Unemployment

- nationalistic fervor
  - inflation
  - labor and political unrest
  - rising violence of street gangs
  - humiliation
- Rise of National Socialist Party (Nazi) led by Hitler
- Platform included the ideology of:
  - Aryan domination
  - racial superiority (will go in more depth at panels 20-22)
  - elimination of inferior races (Jews were considered a race and were the primary targets)
- Define the term “scapegoating” and explain how Hitler used it to gain power by blaming the Jews for Germany’s misfortune
- Point out various uses of propaganda
- Note how events leading up to Holocaust occurred over a period of years with mounting propaganda
- Point out little boy saluting Hitler as example of how people are not born with hate, but that hate is taught
- Mention how Hitler’s charisma and manipulative tactics were appealing to Germans at the time in addition to centuries-old antisemitic beliefs

### Ask the Group:

Choose one of the propaganda posters on **panel 12** and ask the group to describe the man portrayed:

- *Describe the man depicted.*
- *What kind of themes does it portray?*

## Panels 14-19: Democracy Abolished

- Germany was governed by the Weimar Republic (a federal republic with a semi-presidential representative democracy)
  - Nazi party becomes the largest party in the parliament
- Hitler is appointed chancellor in January 1933 by President von Hindenburg
- March 1933, Enabling Act = gives Chancellor (Hitler) power to enact laws without the involvement of the Reichstag.
  - For mature audiences: February 1933 emergency decree, Reichstag Fire Decree = suspended individual rights and due process of law
- Basic rights are restricted; Jews are the “enemy of the state”
- Antisemitism becomes official government policy with use of propaganda and ethnic profiling
- First camp established in March 1933 – Dachau
  - First victims in Dachau concentration camp were political prisoners
- Official Jewish boycott in April 1933
- Antisemitism becomes official government policy with use of propaganda and ethnic profiling (Roma/Sinti, blacks)

Aisle II: Panels 20-35 **7 minutes**

## Panels 20-22: Racial Ideology

- “Life is good if you are racially pure” (picture of Aryans contrasted with Roma/Sinti)
  - Define “eugenics” – the belief and practice of improving the genetic quality of the human race (Eugenics was the basis for the Final Solution)
- For grades 7 and older: July 1933: “Law for the Prevention of Offspring with Hereditary Diseases” (Gesetz zur Verhütung erbkranken Nachwuchses), mandating the forced sterilization of certain individuals with physical and mental disabilities to create a pure, superior society
  - Point out the dehumanization of “races” considered to be inferior

**Ask the Group:**

- *How many races are there?*
- *What oath are doctors required to take?*
- *What choice(s) did these doctors make?*

## Panels 23-28: Nazi Control of Culture &amp; Society

- Church & Religion: Early protest by both Catholics and Protestants, but bishops declare loyalty to Hitler
- Youth Movement: In 1933 all youth groups are banned except for the Hitler Youth which focuses on sports and physical activities while also emphasizing nationalism and loyalty to Nazi Party
- Education: New subjects such as eugenics, replacement of textbooks, Nazi-endorsement of members of academia
  - April 1933 – Jewish teachers and political opponents are fired
  - 1938 – Jews barred from attending public schools and universities
- Propaganda: Nazis use it to spread ideology
- Art & Culture: Works not reflective of or approved by Nazi ideology is banned, including works by Jews and political opponents
- Jews forced to live separately, causing economic and social isolation

## Panels 29-35: Unrestricted Actions &amp; International Reactions

- Hitler violates Versailles Treaty:
  - Enforces rearmament – Army swears loyalty to Hitler, not Germany
  - Return lost territories
- Justice system in Nazi control
  - Hundreds are condemned to capital punishment for even minor offences
  - Victims no longer have rights – Jews, homosexuals, gypsies
- Life for Jews in Germany becomes worse and worse:
  - Systematically isolated

- Stripped of citizenship
- Define “Kristallnacht”
  - Government sponsored rampage of burning, temples, synagogues and burning of Jewish owned stores and Jewish books
  - 30,000 Jewish boys and men sent off to camps
  - Turning point – the threat to Jews suddenly becomes immediate
- Jews had no place to go due to immigration quotas and antisemitism (Israel did not exist; USA isolationist; European countries closed)
  - Example: In 1939, S.S. St. Louis carried 930 passengers who were refused entry first by Cuba then by the U.S. and other countries, eventually turned back to Europe and many of the passengers did not survive the Holocaust
  - Example: Kindertransport rescue program saved 10,000 children via exodus to England
    - Children ages 17 or younger
    - Left without parents
    - From Germany, Austria, Czechoslovakia
  - International reactions were varied but in general, many do not become involved even those that strongly oppose the Nazi regime
    - Example: Evian conference – delegates from 32 countries meet in July 1938 but only one country agrees to accept additional refugees
- The Netherlands was neutral in World War II
  - Amsterdam is the country’s largest city
    - Jews represented less than 10% of total population
    - More than 10,000 were foreign Jews seeking refuge

### Aisle III: Panels 36-55 7 minutes

#### Panels 36-43: Frank Family in the Netherlands in 1933

- 1933: Otto Frank opens a business in Amsterdam and the family moves there from Germany
  - Emphasize normalcy of life in Amsterdam
    - Examples: photos of beach outings, school, time with friends
  - Girls attend Montessori school and make friends, many are also German-Jewish refugees

#### **Ask the Group:**

*What events might have influenced the Frank family’s decision to move?*

#### Panels 44-48: Occupation of the Netherlands

- The Netherlands unexpectedly invaded by Nazis in May of 1940
- Dutch royal family and government is exiled to London
- Civil servants are asked to remain in posts but Nazis require them to declare their “Aryanism”

- Germans begin rounding up Jews in February 1941
  - Protest to roundups is organized in form of a general strike

### Panels 49-50 Collaboration in the Netherlands

- Define collaboration; Emphasize basis on individual choices
- Explain some individuals collaborate because they share Nazi beliefs while some may not share that view but collaborate for personal gain or to protect family, etc.

### Panels 51-52 Anti-Jewish Measures in the Netherlands

- Anti-Jewish measures implemented:
  - Jews and other target groups segregated from Dutch citizens
  - Jews must wear yellow star of David and (point out examples of increased propaganda against Jews to isolate them)
    - Freedom restricted by anti-Jewish decrees; Examples: streetcar ban, curfews, segregated schools

### Panels 53-55 Resistance in the Netherlands

- Define resistance; Explain that only a tiny percentage of the Dutch population actively resisted the Nazis; Resistance can be a single act, does not have to be part of organized resistance movement
- Summer of 1942 – first systematic calls to report for work camps go out in Amsterdam
  - Margot was among those in the first group of 1,000 to receive “call up” papers

### Aisle IV: Panels 56-74 10 minutes

### Panels 56-60 Resistance in the Netherlands

- Frank family goes into hiding at Secret Annex in 1942 the day after Margot gets call up letter for Nazi work camp
  - Going into hiding is form of resistance
  - Van Pels family joins them 1 week later; Hermann, Auguste, and Peter van Pels were also German Jewish refugees
  - Fritz Pfeffer, a dentist from Berlin who also fled Germany, joins in November 1942
- Introduce the people who helped hide the family as examples of those who made the choice to resist/rescue (helpers are listed on the exhibit guide)
  - Johannes Kleiman – Bookkeeper for Otto’s companies Opekta and Pectacon

#### **Ask the Group:**

*What choices did the helpers have to make?  
And why do you think they made those choices?*

- Victor Kugler – One of the first employees when Opekta was established (built bookcase to hide entrance)
- Miep Gies – Otto's secretary at Opekta
- Jan Gies – Miep's husband, a social worker and member of civil service resistance
- Bep Voskuijl – secretary at Opekta
- Jan Voskuijl – Bep's father and supervisor in the Opekta warehouse
- An entire family going in to hiding in once place was not a typical case; very rare for more than one family to hide together
  - families were usually split in order to increase likelihood of survival
  - For high school and older: German refugees in the Netherlands were often not part of the larger Jewish-Dutch community but Otto Frank had many business contacts and was well-established enough to have resources for hiding

### Panels 61-64: The Final Solution

- August 1944 – An anonymous tip is called in to the Nazi police headquarters in Amsterdam → the inhabitants of the Secret Annex are arrested
  - To this day multiple investigations into who turned them in have concluded without definitive proof of the tipster's identity, though many popular theories remain
- Show replica list of Frank Family's deportation as example of Nazis' careful and efficient record keeping and documentation of Holocaust events
  - Documentation not only provides evidence but also demonstrated the deliberateness of Nazi plans
- Define concentration camps; Differentiate labor, transport, and extermination camps
  - While the Nazis established hundreds of camps throughout occupied-Europe, six were established exclusively or primarily for the assembly-line style mass murder:
    - Chelmno, Belzec, Sobibor, Treblinka, Auschwitz-Birkenau, and Majdanek
- Mention the sequence of events after their arrest
  - Westerbork transit camp → Auschwitz
  - Anne and Margot deported to Bergen-Belsen where they die of typhus
  - Peter dies at Mauthausen concentration camp after death march from Auschwitz
  - Edith dies of starvation at Auschwitz weeks before liberation
  - Hermann van Pels dies at Auschwitz
  - Auguste Van Pels is reunited briefly with Anne and Margo at Bergen-Belsen but dies on a transport to Theresienstadt
  - Otto Frank is sole survivor

#### Ask the Group:

*What choice did the tipster make?*

## Panels 65-69 Liberation & the War Ends

- D-Day: successful Allied invasion of Europe
- Winter 1945 = “Winter of Hunger” in the Netherlands, especially Amsterdam
  - Dutch railway strike ordered by exiled government results in food and fuel shortages, especially in Amsterdam
  - Terrible conditions for civilians; many die of hunger
- The Netherlands liberated in April 1945 by British and Canadian forces
- Arrest of Nazis and collaborators begin in conjunction with liberation process
- War ends in Europe with surrender of Germany on May 8, 1945 (Hitler and Goebbels already committed suicide)
- Liberating concentration camps leads to establishment of Displaced Persons camps

## Panels 70-73 The Aftermath

- With audiences 8<sup>th</sup> grade and older:
  - International Tribunal in Nuremberg tries 22 Nazi leaders in 1945-1946
    - Judges from Allied powers
    - Charged with crimes against peace, war crimes, crimes against humanity
    - 12 prominent Nazi leaders sentenced to death
    - Most defendant claimed they were just following orders
  - “Universal Declaration of Human Rights” is adopted by UN in 1948 (Eleanor Roosevelt contributes to its creation and later writes introduction for the English-language publication of Anne’s Diary)
- After Dutch police and Nazi arrested Frank Family, Miep finds and keeps Anne’s diary and family photo album that was dumped on the floor
- Six months after being liberated from Auschwitz, Otto is able to return to Amsterdam; He lives with Miep and Jan Gies at first
  - Otto knows that Edith has not survived
  - Otto seeks information about his daughters’ whereabouts by writing letters and placing ad in papers
  - By October 1944 Otto has confirmation that Anne and Margot died at Bergen-Belsen
- Otto diary publishes in 1947; one of the earliest accounts to introduce to the world such an experience during the Nazi tyranny
- Despite all this, there are some who deny that the Holocaust happened

### Ask the Group:

- *Why did Otto choose to publish the diary?*
- *Why are diaries from this period so important?*

## Aisle V: Panels 75-78 3 minutes

### Panels 74-78: Antisemitism today

- Antisemitism did not end with the collapse of Third Reich
- Experience of the Holocaust provokes us to recognize prejudice today; Examples: Klu Klux Klan, Neo Nazis, hatred of immigrants, antisemitism
- For audiences 8<sup>th</sup> grade and older: Remind them that one should not presume that the horror of those destroyed by the Nazis was any great than that experience by victims of other genocides
  - Emphasize that the terms “Holocaust” and “genocide” must not be used interchangeably
  - mention examples of genocide throughout history and across continents; Examples: Darfur, Sudan, Rwanda, Cambodia
- Learning about the Holocaust gives us an opportunity to think about oppression, genocide and how we treat people who are different from us
- Emphasize how the Holocaust encourages reflection upon the moral questions raised and the responsibilities of citizens in a democracy

#### Ask the Group:

- *What are the consequences of inaction?*

#### Ask the Group:

- *What kind of things might Anne have taken with her into hiding?*
- *How did Anne manage to resist?*
- *Why do you think the Anne Frank Museum is such a popular attraction for people from around the world?*

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## View Replicas 5 minutes

### Secret Annex

- Replica is to ratio scale
- Demonstrate the view of the building from the street/canal

### Anne's Room in Hiding

- Replica of Anne's room larger than actual room
- Explain that going in to hiding was a form of resistance; keeping a diary was also a form of resistance
- The Anne Frank House is now a museum and Amsterdam welcomed their 1 millionth visitor in 2015

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## Conclude Tour

**Do not instruct students to stand up against bullying, instead summarize the educational initiatives listed below and give them a question to reflect on as they leave.**

1. **Hate and discrimination are taught.** They are not inborn traits, beliefs, or behaviors.
2. **Hitler and the Nazis did not act alone.** They were not solely responsible for the Holocaust. Ordinary people made choices to act or not act and became complicit, collaborators, rescuers, or resisters.
3. **They made choices.** Explore behaviors, not categories of people. Actions are fluid and thus a person's choices should be the emphasis of study, not their categorization as "bystander" or perpetrator", etc.

Ask the group to reflect about the following as they leave:

- Grades 5-8: What do you think is the most important thing you learned today?
- Grades 9-12: What can you do as a responsible citizen to challenge prejudice and discrimination in your school and community?
- Adults: How can study of the Holocaust be used to teach future generations?